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ABSTRACT

This final performance report for the Brooklyn Public Library Literacy Program begins with a section that provides quantitative data. The next section compares actual accomplishments to project objectives for fiscal year 1992 in the following areas: (1) redevelopment of the tutor training, including redesign or addition of the writing process, group instruction approaches, whole language, roleplay, and observation elements of the training model; (2) upgrading of trainers through pre- and post-training meetings and participation in staff development seminars; (3) conversion to group instruction; (4) new tutor orientations; and (5) the establishment of student and tutor databases. Proposed and actual expenditures are compared. Activities undertaken, the role of the library, and agencies and organizations involved are described. Facilities used are listed, and the impact of the project on the ongoing literacy program is discussed. Attachments include trainees' hand-written comments on tutor training sessions, a student record form, and a volunteer information record form. (MES)

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Brooklyn Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056860

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Brooklyn
Public
Library

Brooklyn's
Authors

FINAL PERFORMANCE REPORT
FY 1992

Brooklyn Public Library
Grand Army Plaza
B'klyn, NY 11238
(718)-780-7819

Report prepared by: Susan K. O'Connor, Director of Literacy Program
Deborah K. Ruth, Education Coordinator

Grant number: R 167A 20397

Amount awarded: $34,890.00 Entire amount expended.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
✓ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
✓ Training
___ Rural Oriented
✓ Basic Literacy
___ Other (describe) Setting up database

___ Collection Development
✓ Tutoring
___ Computer Assisted
✓ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
✓ Other (describe) Adults over age of 17 who read below a 5th grade level.

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ✓ Other (describe) WHOLE LANGUAGE ORIENTATION

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring _x_small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes _x_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

In this project, the students were volunteer tutors. Tutors were observed by staff, took part in practice sessions and produced journals that were monitored.

We will attach journal entries.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure

___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
____
____

*As part of the evoluntion of our training model, we are no longer using the training manual. We are now providing volunteers with copies of the professional readings, to which they can refer.

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 900
Of those served, how many received direct tutoring service? 730
How many hours of direct tutoring service did they receive? 34,832 total contact hours
How many new volunteer tutors were trained? 94
How many current volunteer tutors received additional training? 25
How many volunteer tutors (total) were involved? 119
How many non-tutor volunteers were recruited? 15 for Friends of Literacy
How many service hours were provided by non-tutors? 300 minimum
How many librarians were oriented to literacy methods, materials, and students? 2
How many trainers of tutors were trained? 5

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken – e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

TUTOR TRAINING

I. Objective 1. During the fiscal year, 119 tutors were trained in nine tutor training workshops and writing seminars. Although this number is not as high as originally planned for it did meet the program needs for the year. The writing seminars are intensive training offerings that provide tutors with opportunities to explore their own writing process while developing effective facilitation techniques that can be utilized tutoring multilevel writing groups.

II. Objective 2. **Redevelopment of the Tutor Training.** As the Literacy Program concomitantly developed practices reflecting a whole language philosophy, shifted into small group instruction, and focused on writing process as an important part of instruction, it became necessary to redevelop the tutor training. Under this grant we accomplished the following:

a. **Writing Process.** The Writing Process module changed significantly over the course of the year. It was repositioned into the beginning of the training to communicate its importance. We also enlarged it from a 90 minute presentation to 4 1/2 hours distributed over three training sessions. The time was lengthened to accommodate development of a rough draft, revision and editing of tutor generated writing. Tutors must experience the model in order to "buy into" it, and understand how to facilitate skills is an important skill in this process. We also incorporated a training video and observations. The following comments from tutor journals indicate that the training changes were effective:

> --"I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense."
>
> --"Then we changed partners and the second person said there were two short sentences in the article that could be described more. I went home and revised that section and realized they were absolutely correct. It was interesting in having two different opinions. Again the workshop session was very well done and I came away having a lot more information than when I started out."

b. **Conversion To Group instruction.** Conversion to group instruction mandated reconsideration of the entire training. The trainees were organized into their own learning groups. In this way the volunteer tutors experienced the impact of group dynamics on learning and the importance of shared information. Group instructional approaches were woven into the training demonstrations and materials. Tutors had these comments to make in their journals about working together:

> --"I learned that everyone always has so much to share from his or her experiences, and in a non-threatening environment."
>
> --"I recognized something in me that I need to modify. When I worked with my partner I found my desire to be supportive at times didn't allow for much talking and elaboration by him as he might have done, if I was silent and didn't go on talking as much as I did."

c. **Whole language Training.** We reevaluated the training model and realized that it was still very much a bottom-up linear model that taught tutor techniques as separate discrete skills. The training had consisted of many short activities designed to teach appropriate behaviors that we measured through observation. Since research indicates that reading and writing are mutually supportive and disconnecting them would disconnect the entire communication process, we dropped many of the short modules and opted to spend more significant time exploring the connections between three key parts: writing, the language experience approach and guided (silent) reading. Lesson planning, which had been a separate module positioned toward the end of the training was also woven throughout.

--"I expected that we, as tutors, would be inundated with materials, articles and yes even some type of testing mechanism, much like the comprehensive tests we grew up on. Instead opinions are valued, involvement is encouraged and learners ideas are not right or wrong, but simply different approaches. Throughout these sessions, I've reflected time and again that if such methods had been employed decades ago, we might not have such an extensive literacy problem."

d. **Roleplay.** We also reexamined the roleplay, which was traditionally placed at the end of the training as a test that tutors would "pass", or "fail". We acknowledged that the skills tutors were developing were complex and needed to develop over time. Learning how to guide students through reading or writing a text in an empowering way is a skill that takes practice within a real learning context. The roleplay changed in focus and became a tool for tutors to learn, practice and ask questions. It provided trainers with a chance to observe those on target and those in need of further instruction.

e. **Observation.** Another accomplishment was the addition of an observation period for the tutors during and after the training. We helped tutors to develop observation as a powerful tool, to notice the interaction between learners and tutors, and form their own beliefs about what worked. The following comments from tutor journals show that this happened:

--"No amount of imagining or roleplaying can substitute the valuable learning that occurs with watching."

--I observed in one of the groups that the students became very bored and frustrated because it seemed to be little communication between the students and the tutor.

--"After Thursday's (observation) session, I feel that I have more understanding and empathy toward the non-reader. The observation time gave us an opportunity to see tutors and learners at work. Someone at our table made the comment that the workshop was better than being at college."

III. Objective 3. Upgrading Trainers. The trainers were informed of all changes and actively upgraded their skills through pre and post training meetings and participation in the programwide staff development. At the pre-training meetings trainers discussed the upcoming agenda and decided on who would present the models. The post training meetings were significant because they provided trainers with time to discuss the problems and concerns raised in the training and trouble shoot ways of dealing with them. The changes discussed under Objective II evolved from these meetings.

Trainers were also invited to participate in an enriched staff development seminar that was mandated for all full-time staff. Staff met once a month on Friday mornings to discuss articles and participate in one of three projects: 1) new technologies, 2) the tutor training manual and 3) small group instruction. As staff worked in small groups they realized the value of small group learning and sharing. The projects allowed for a much deeper exploration and understanding of issues.

IV. Objective 4. Conversion to group instruction. The support and effort of the training helped us to convert all five of our learning centers to group instruction.

V. Objective 5. Hold New Tutor Orientations. New tutor orientations were designed to decrease the drop out rate of tutors who complete the training but decide not to tutor, while also acting as a screening device to select out people who are inappropriate for our program. The ultimate objective is to have a higher success rate of new tutors who understand and use our methods and complete their tutoring commitment.

Orientation sessions were held on 11 occasions. Approximately 215 people attended these orientations. We have observed a marked decrease in problem individuals who are not appropriate for our program.

DATABASE ESTABLISHMENT

Recognizing that in order to evaluate our program's efficacy we would need to establish norms of comparisons and hard figures, we sought this grant to provide us with funds to establish appropriate databases. With the grant proposal we submitted, we had an attachment (Attachment A) that represented the information we would seek from our student population. However, the decision was made to join a computerized Adult Literacy database in NYC known as A.L.I.E.S. The acronym represents Adult Literacy Information and Evaluation System. As a result of this alliance that is managed by the New York Adult Literacy Initiative and contracted through the Literacy Assistance Center, we used the grant money to hire staff to re-interview the students using the standard *Individual Student Record Form*, attached in the appendix.

As part and parcel of this joining with the City University, Board of Education, community based agencies and New York Public Library in data collection efforts, we had to hire someone to manage the data collection, learn the program, educate staff and do the actual data entry. We used the grant monies for this express purpose. We could not have managed without it. It is difficult to communicate the enormous amount of work that was generated by this project. Of course, we hope to benefit from the prodigious amount of statistics available. Some accessible statistics are: the ethnicity of the population, immigrant status, employment information, the number of school children, population categories, etc. We can access statistics programwide and for specific learning centers. We can also access citywide statistics.

We hired a consultant to formulate a tutor database. We have attached a sample in the appendix. It is clear that the Brooklyn Public Library Literacy Program is embracing and exploring technology. We use it to facilitate the learning of reading and writing and we are using it to evaluate the effectiveness of our program.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e. personnel, travel, materials, etc.

We spent the entire $34,890 on Personnel. The money allocated for postage and travel between learning centers was absorbed and paid for by the Library.

3. Provide, as appropriate, specific details as to the activities undertaken-- e.g. if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

Tutor Training

1. Pre Training Meetings. At pretraining meetings the workshop presentations were divided among the trainers and the upcoming agenda was discussed.

October 7, 1992
January 12, 1993
May 26, 1993

2. Post Training Meetings. The following topics were discussed at the post training meetings:

Date	Topics
December 4, 1993	Managing journal writing, incorporating group instruction into training, dealing with writing concerns, omitting short modules.
February 19, 1993	The impact of whole language on reading, writing process, reevaluation of the roleplay, developing active listening, effective responding and observation as important facilitation skills, student evaluations.
July 6, 1993	Impact of observation, the roleplay, weaving lesson planning through training and expanding writing process.

3. Other Training Meetings

Date	Topics
October 30, 1993	Philosophy of program, active facilitation techniques, what tutors need to know to be good tutors.
December 11, 1993	Development of writing and using observation.
January 15, 1993	Journals, writing, active facilitation techniques.
January 29, 1993	Reading, roleplay, evaluating trainees.
March 12, 1993	Observation and journals.

4. Staff Development Meetings. Trainees participated in staff development practicum with the full-time professional staff. Staff met to discuss articles and develop projects.

October 23, 1992
November 20, 1992
December 18, 1992
March 5, 1993
April 2, 1993
May 7, 1993

January 15, 1993 June 18, 1993
February 5, 1993

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

The Brooklyn Public Library Literacy Program is an integral part of library services. The Director reports to the Chief of Branch Administration and meets on an equal footing with the other coordinators and staff directly under her supervision. Thus the Library is involved through consultation in every aspect of service provision to the adult learner population. Input is sought to establish that the Literacy program fulfills the mission of the library in provision of the best possible service to all constituents in the borough of Brooklyn. In its mission to provide lifelong learning services, the Brooklyn Public Library embraces adult new readers as it would
new readers of any age.

All staff are employees of the Brooklyn Public Library, while some have just worked in the Literacy Program, others have transferred from branch assignments. The staff at the five centers enjoy close working relationships with the other staff. This is truly a library program. We are constantly evolving our tutor training and as such are not affiliated with any other organization other than the library. We are not an affiliate or Laubach or LVA. The library's full resources are our resources and we receive support ranging from custodial to security to allocations of space whenever feasible.

As a result of this relationship and the commitment of the Administrative staff, all goals and objectives accomplished through the provision of this grant are are accomplishments of the Brooklyn Public Library.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning for the literacy program. Describe the nature of their role.

The Literacy Assistance Center, 15 Dutch St. 4th Floor, New York, N.Y.10038 provided technical assistance and the software necessary to access the A.L.I.E.S. program. Our staff visited the site many times, took part in numerous staff development activities and they in turn had a staff member come to the Library to train our staff. Our staff was trained in interviewing students using the Individual Student Record Form, the proper way to fill it out. The specially hired staff member was thoroughly trained in all aspects of the computer program. Their assistance is on-going and thoroughly supportive. There is no charge for this service.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Brooklyn Public Library

1. **Central Learning Center**
   Grand Army Plaza
   Brooklyn, NY 11238
2. **Bedford Adult Learning Center**
   496 Franklin Ave.
   Brooklyn, NY 11238
3. **Coney Island Adult Learning Center**
   1901 Mermaid Ave.
   Brooklyn, N.Y. 11224
4. **Eastern Parkway Adult Learning Center**
   1044 Eastern Parkway
   Brooklyn, N.Y. 11213
5. **Williamsburgh Adult Learning Center**
   240 Division Ave.
   Brooklyn, N.Y. 11211

7. Describe the impact of the Federal project on the ongoing program of the grantee.

The Federal project has a tremendous impact on our program. It allows us to strive for excellence through change. The positive changes that evolve through the use of tutor trainers and their freedom to fine tune and evaluate the volunteer tutors benefit the adult new readers and tutors already in place.

In the past, it was our perception that the rest of the Literacy community in New York City did not take the library literacy program seriously. We were considered an adjunct to the real service delivery of the schools. This grant enabled us to join them in A.L.I.E.S. and as a result of our meetings with other agencies and agency heads, the quality reflected in the Brooklyn Public Library's Literacy Program was able to shine through the misperceptions. Our willingness and ability to commit time and funds to the joint project signalled a serious educational commitment of the Library to education.

6/8 The first session was different from what I expected because of the emphasis on "active learning." I definitely got the point that it is better to learn through experiencing rather than just being given a bunch of information to read. I also felt the emphasis on the importance of writing to clarify your thoughts, vent frustrations, etc. was helpful -- writing is such an important tool to personal growth. I feel I learned some valuable information from working in the small groups, also. When I have my own students, some will be active and some will be passive. I think I have some ideas on how to bring out the passive learners; I am concerned, though, with ow to "tone down" the overactive student, ho perhaps doesn't listen well or jumps in too on and interrupts others.

6/9 The video on writing groups was really helpful. I have a better understanding of what the students' skills will be, and it was also interesting to observe the tutor as she handled each person uniquely. The technique we discussed for responding to writing makes sense to me, although it obviously is hard to not get into long discussions about people's writings after they read them. I found with my partner that it was tempting to give too much advice as the listener, and to get "defensive" as the writer. I think we have to be especially sensitive not to overload the students with comments, and know that we must try to make a little progress each time. Also, We cannot criticize too much or in a negative way because this could discourage someone.

Molly-- 06/15/93

I'm glad that you've really thought about your experiences in our workshops. Trust yourself to handle your overactive students as easily as you handle your passive ones. You know what you're talking about when you refer to techniques, temptations, and reactions, and I am confident that you will carry over your knowledge into your teaching.

-- Mark

6/15 Seeing actual tutor groups was great - it gave me a way to actually visualize what my group might be like. Also, I now feel more assured that I can be a good tutor and will really enjoy doing it.

The tutor I observed was very good. The group seemed very comfortable together, and she was able to tease them and challenge them to think for themselves. I saw very clearly the need for patience - it is tempting to want to give the students the answer, but it is critical to wait until they at least make an attempt to answer. Also, I think, as a tutor, reaching goals

I will learn to balance how much new information to give out each session and making sure each person learns something. With active learners, lots of questions and side issues/conversation may arise, but it is important to stay focused on accomplishing the lesson plan, too.

6/16 Today's video on reading was interesting - the emphasis on getting the learner involved in drawing his/her own conclusions is critical. It helped to spend some time in the learner library to see that there.

are lots of choices for learners. I liked the suggestion made to alternate what the group reads based on different people's choices - this way, the group can go over 5 books together, yet still keep everyone interested. I think it is important for me to encourage my students to take the lead and plan their goals and what progress they would like to make in class. They need to feel the learning process is in *their* control, and I am a facilitator to help them achieve their goals.

JUNE 8

Today was the first day of training, and I found it to be fun and very engrossing. It's clear to me that the library is really interested in cultivating minds because of the supportive and nurturing environment they create.

I was fascinated by their idea of incorporating the personal with the literacy experience. I thought that I'd be reading chosen materials with the student, and now I can see that I'll be ~~coss~~ approaching the teaching from a variety of angles.

JUNE 10 →

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Last night Nola and I read our writings to each other. I was suddenly struck by the enormity of evaluating someone's words, which are really the person's thoughts. I realized what my writing teachers had been going through in past years.

Nola had written about problems she has with academic writing (getting her thoughts straight, the bibliography, etc.) vs. the ease with which she writes personally, i.e., letters, memos, etc.

I assume that I'll be helping my student with structure – topic sentences, follow up, concluding sentence - as well as form. I do not intend to analyze thoughts, but to encourage optimal expression (What is the best way you can think of to say what you want to say?)

The task may be difficult, but I think it will be easier to gauge when I meet my student.

I read your Synergy newsletter and agree with the principle of not marking the student's papers. I remember the outrage I once felt when a painting teacher of mine picked up my paint brush and put a stroke of bright pink ⇒

JUNE 15

Today was interesting for me. I got to observe a first-rate tutor who was guiding her four participants toward taking the GED exam. This woman amazed me because ~~Sh~~ she was so full of good-humor and high spirits. There was nothing defeatist in her attitude.

She had a battery of reading materials for the students to take home, and none of them complained. From her I learned that pushing the homework is not only acceptable but necessary when speaking of progress in the long-term.

on the face of my self-portrait. I am not bright pink! The painting suddenly became lost to me. I think the training will prove to be invaluable for pointers such as this.

Sally -- 06/15/93

I felt the same as you the first time I had to evaluate someone's writing in a training session. In addition, while no one ever painted a self-portrait of mine with a stroke of bright pink, I understood your sense of outrage and loss. Strong, honest reactions like these are the best teachers. It is clear that you are learning a lot during our workshops, and I wish you the best when you finish your training and meet your students.
--Mark

Thanks Mark!

I really like the way she communicated her confidence in her students and her enthusiasm for their own development. On the other hand, since I'm a professional copy editor, I couldn't help but feel that she could have gone into more depth about language. For example, one man, Louis, asked why it was "miles an hour," not "miles and hour." The tutor tried to get him to read for sense, but I would've explained that the article "an" is used with silent consonants and vowels. "Hour" has a silent "h," so "an" fills in the consonant sound for fluidity of sound. I know that when I give a technical answer, my students might not understand, but I intend to simplify only after I have given the best answer to a question. I think that there is room for my approach too. I promise [illegible] not to smother my students in technical jargon.

Oh! One of the things that the tutor stressed was reading comprehension. She wanted the students to understand and retain what they read, not just to recognize the words on the page. This seems VERY IMPORTANT!

JUNE 16

I was glad to be given the chance to explore the books tonight. Everything was labeled according to general topic on the shelf, but because most of the books have no bindings and you can't tell what their titles are from browsing. It was good to pull them out and look at them.

Will I be given similar information about all of my students before I start working with them? I plan to tutor at the main branch, does that mean I'll be in a one-on-one session with a single student? That type of learning experience might be less dynamic for the student.

4. I was especially pleased to see the newsletter for new readers, which had boiled down news stories to make them more accessible. I've been thinking about discussing news stories, and the newsletter will provide a good source for them.

I wanted you to know that I really enjoy the training sessions. They're a lot of fun, and I like the supportive and nurturing environment the Program is trying to create.

9 June 93

My small group - great!
Enthusiastic and concerned, all of whom are great listeners. I am concerned that requiring that we remain with the same group through out the training session may stifle us. We could gain a wealth of experience by encountering those different from ourselves - different ages, sexes, races, backgrounds. The more encounters the better. But I can see how this "constant" situation might simulate the tutoring experience more closely.

I found the exercise of writing, then listening to our partner read their essay very beneficial. It reinforced some listening skills I had steered away. I might have been analyzing too much, though. I tried rooting out the "deeper meaning" and did not concentrate on the structure of the writing ~~or~~ with equal attention. What ratio would you apply here?

10 June 93

The responding exercises were extremely helpful. It made me aware of the importance of listening to the reader carefully. The rereading point that Sara made — don't be afraid to ask for a repeat of sections or all of the piece. – very valuable. I felt that eased the pressure of getting all the points I needed to make after just the initial read. The discussion (of revision) contained effective tips, things that I hadn't thought of. Actually the complete reverse of what I'd thought of. – "Don't have the writer verbally explain." It's a simple idea, but I can see how it works.

If the writer tells you what he/she means, then that writer won't feel the need to go back and correct.

This part of the tutoring (writing) has me really excited. I love to write. It's my most serious hobby. Besides helping someone else, It'll really help me to grow as a writer. It's the getting back to basics. Concentration

I'm glad you are enjoying the sessions and developing a sense of "good responses".

Ginny

Your comment about remaining with the same group would "stifle" you was interesting. Did you feel stifled?

In answer to your question about meaning versus structure: yes - concentrate on the meaning at first. Later - much later sometimes - the surface structure can be dealt with.

Ginny

Wed 16 June

To answer your question:

No I don't feel stifled. I consider myself to be open-minded and also fairly discussion-oriented. So speaking in small groups is not daunting to me in anyway. But there are certain members of the class Who[redacted] would make it [redacted] nearly impossible for a shy person to get their point of view heard. (not intentionally) Enough said.

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Last night's practical observation was a huge success in my eyes [illegible]. It really exemplified how as a tutor to encorporate methods learned in the training with [illegible] personal styles. Almost as important to me was the reassurance, reinforcement of how important this program is and how rewarding it can be. [illegible] The tutor I observed was so proud of his student, he literally seemed close to tears. It almost choked me up.

Thurs 17 June

Yesterday's video proved to be stimulating. It offered practical ideas on keeping learners interested and motivated. Tips, like having students budget their own time and small group discussion, are extremely valuable. I am starting to grasp how to progress as a tutor more clearly.

I do have a question, though. Will we be evaluated at the end of the training session in any way? Do you have a way of determining whether someone is capable of tutoring? Another question just occurred to me. The learners we are

matched with – have they
worked with another tutor
or will they be new to
the program as well?

As were talking here
tonight I've thought of yet
another question (we won't
get to it tonight) From
last night's reading assignment
the article stated that only
writings made for ~~writing~~ reading
aloud (ie plays & poetry)
should be read aloud?
Do you embrace this
philosophy? If so why?
By the way, I do not agree.
why – because some imagery in

6/9/93 7 a.m

Yesterday's experience has already made a difference in my reading and listening skills thank you. I found myself highlighting the key points while listening to some one on the telephone.

The chance to improve my writing skills was not what I had expected and it is something I almost yearned for. thanks again for this opportunity.

I learned that everyone always has so much to share from his or her experiences, and in a nonthreatening environment

In reading the material on writing I learned that because the emphasis is on writing we should not hinder that creative flow with either teaching spelling or punctuation, but encourage the student to write ~~to~~ express him/herself.

It should be a subject of interest and we should limit verbal feedback fat conversation but write as the main form of communicating, taking the reading level of the student into consideration.

Use any question to motivate the writer to view ~~accept~~ the work ~~from~~ from any angle he or she choose.

6/12/93 5^{13}

A sense of confidence just came over me. I said to myself, What I have writen is how I think right now. I can always leave it as it is or change it. Thank You.

Nola - Your journal was a pleasure to read, for your thoughtfulness and your enthusiasm. it was also encouraging to read that the underlying principles of teaching we are trying to impart: listening, observing and responding effectively are very much a part of your thinking.

The sense of delight in working on your own skills is an important part of what you can share with your learners, and i hope continue to develop as a facilitator in like to work on within the program.

arah

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6/15/93

I'd always like to see an expression of joy + accomplishment ~~and~~ on the faces of my adult learners as I saw on the face of Mr Maldonado a beginner ~~Who~~ was the student of the tutor I observed.

The tutor was patient, he listenened (when I might have talked) he encouraged and got results. The 2 students who were there (out of five) got their questions answered ~~and~~ in ways that they understood and had the chance to ask more questions.

I saw other students reading to themselves in another group.

The first part of the session, the language experience stories I have to stay with what the student actually says. I found myself analyzing or putting it in my own words. I'll have to work at that.

I also have to watch how my criticism comes over. It sometimes comes out harsh. Now that I've observed this I'll modify my tone

I have observed that when the student is interested in the subject you get more out of him/her.

I have only started *reading of my own volition since I had to bring myself out of a somewhat depressed mode. I read for school or work but not for pleasure

*Self help books

6/16/93

The child in the Introduction opening of the video had obviously been positively programmed to "read a book" she kept repeating the phrase and I wondered where or when that happened. it was effective.

I was anxiously awaiting to hear the responses to the questi ~~the reaction on "the~~ What kind of reading activities are seen & the teacher's role as an observer, as I mentioned in class the Montessori method advocates observing the child, to prepare the environment to meet the child's need as well as to increase the lev of work provided.

Reading is an important

part of the child's day. Teacher to child, child to self, in groups or one on one.

I have to read much more than I do now, it is happening.

The question "how we learnt to read" shows how much we take for granted, and how intelligent the child is.

I did not think of the alphabet & all those nursery rhymes as where I started. that was interesting to me.

The experience in the book-lending area for the adult reader was not what I expected. I'm really wondering what my expectation were?

The hands on experience is great. thank you

Today a glimpse at the past showed that a strict parent, a teacher, my father left me to believe that reading had to have a purpose but for pleasure was not seen as a purpose.

About comprehension and conversation? would it affect the way one writes? would the use of colloquatism be a problem?

Nola,

your observations on 6/15/93 are excellent.

your last question about colloquialisms -- no their use would never be a problem, they would probably indicate the learner's voice is coming through their writing. — Deike

Thursday Jun 10, 93

Respond to student as human being.
Read students work, thank them for sharing with you.
Encourage students by sharing with them.

On Saturday I went to L.I.C.H for a lesson in self-breast examination. Nurse was exceptional in her presentation, until she called me "hon." Affectation has always irked me.

Walking toward home I met a woman who asked directions to Montague Street. I responded, "You're walking in the wrong direction." Immediately, I knew there was a better way. "Montague Street is in the opposite direction" would have been appropriate.

After three training sessions I am acquiring some-much needed- communication skills!

Thanx!

Tuesday Jun 15

It was a pleasure to observe student/tutor in real class. I felt that the tutor was very effective; she was pleasant, smiled a lot, was witty, yet firm.

Tutor called one person by name quite often, perhaps student needs this recognition as she is hesitant to respond otherwise.

Overall, class seemed quite involved in their work and pleased with their tutor.

↑

Very interesting observations. How do you feel about getting started yourself. The first step will be to join a group as an observer. -- I'll ~~talk~~ talk about this more tonight —Debbie

8 June 93. I truly enjoyed the first article on Active learning for several reasons. First of all, I appreciated the authors writing style. Instead of lecturing the reader she involved ~~us~~ ~~[illegible]~~ each of us in her learning process. She admitted her initial setbacks and discussed the method with which she came to a solution. Secondly, the article addressed issues of learning that affect all of us. I realized ~~through reading~~ this that even though I was considered a "good" student during my education, I also suffered from the low self-esteem that results in passive learning. When in college, I was so intimidated by the omniscience of the professors that it took two years for me to approach any of my teachers after class or during their office hours. I preferred to struggle painfully & silently [illegible] myself over a problem rather than to seek out and ask a professor for fear of appearing stupid or lazy. Through that experience, I have come to appreciate

how important ~~for~~ it is for a teacher or tutor to establish a non-threatening learning environment. It is only when a student feels comfortable with the tutor & other students that real true learning can occur. I wish that Ms. Rosenthal had addressed this in her article. ~~A gentleman~~

A gentleman in our group, Nelson, had mentioned that he had some single-student tutoring experience ~~it~~ at the Williamsburg branch. He told of use of a technique that another tutor had used to encourage active learning; the tutor had [illegible] the students lead the session on occasion. Depending upon the level & ability of the students, I think that this could be a very effective tool to use

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16 June 93 It's a good thing that this training session is so intensive because last night I realized that there is a great deal of information I still need to learn. During our table discussion concerning the question of how to get a writer to revise his or her work without writing the revisions ourselves, we thought that ~~a~~ discussion about the text's clarity with the writer would be worthwhile. I had thought that some students might be intimidated by writing their thoughts on paper. ~~and that a discussion~~ I figured that most adult learners would be able to express themselves verbally quite well and that talking about the subject would ease the transition to the written word and its revision. Perhaps I came to this conclusion because of my own writing process. I often compose/revise my thoughts for a paper by thinking about it ~~outloud~~ out loud or reading what I have

already written out loud to give me the distance that I need. I had never thought that talking about ~~it~~ the text would drain ~~the~~ some authors' energy to revise but I see that it makes sense.

Question: For a beginning reader/writer, is it a problem for he/she to use "———" when not knowing the spelling? It would seem to me that it would be hard to remember the ~~to~~ thought behind the sentence if too many words were left blanks. What is the advantage of the blanks over the invented spelling?

Another question: In the training manual in the writing section, it mentioned "extending the language experience." I didn't understand what it meant. Are we going to discuss this at some point?

Lecture 93.

It was great to be able to observe the groups in action yesterday. No amount of imagining or role playing can substitute the valuable learning that occured while watching. was quite suprised at how relaxed the tutors and students were, despite the presence of four strangers who were watching their every move. I think that the group we were observing ~~how~~ must have been together a while because the students seemed to be at ease with each other and were encouraging among themselves. Even with such a strong base of group cooperation, I realized that there are still challenges that the tutor has to face. One of the students had fixated on phonics and had wanted to work on this skill before all others and wanted to capitalize on the tutor's attention. Interestingly, all three students wanted to focus on their reading skills rather than writing. Each of them found that not being able to read + comprehend well was inhibiting their lives. It was difficult for the tutor to convince the students that reading + writing were inter-connected. In such a case, would it be possible for the tutor to focus the learning (perhaps in their journal) on reading material and writing about what they have read rather than creative writing.? Or would that take away too much from the language experience learning?

One thing I have noticed is that the materials the students are given (journals, files, etc) are very uniform. I think it would be great to let the students personalize their journals. Writing in a blue book may be distracting to some of the learners. From my experience of writing in the journal on the subway has prompted some questions from strangers about "my take-home exam." I think it might be easier for some students to treat their journals & the ideas contained in them as their own if they are not confined to write in a booklet that is labelled "examination book" and conforms with everyone's.

17 June 93

today's workshop seemed to answer the question I had written earlier in reference to combining the reading & writing learning. I loved seeing the library. I wish we had more of a chance to linger & read more of the books that were there. I was surprised by the breadth of options the new reader has. I thought that the newspaper was fantastic. I wish that there were even more books, such as *A Tale of Two Cities* and *Fatherho* that are adapted to new readers. I noticed that some of the books which were written by the Brooklyn students, the stories were not always correct grammatically. Do ~~other~~ adult learners ~~find that readers~~ who read the short stories get confused or distracted when the tenses or spelling is incorrect?

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6-8

I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense. I understood why this particular subject was on my mind.

I don't know what to expect from my future students but I understand the need to be flexible.

6-9

Developing confidence in the indivdual is a necessary step to proceed with learning. Being

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picky ie. trying to correct spelling and punctuation will not foster confidence. It is important for the individual to develop thoughts, to be able to transfer these to paper. We can help the individual do this by listening, by asking questions about the piece - writing these questions down so the individual can address the answers if ~~they~~ he/she chooses to. Reading outloud in a group will encourage more questions. It is a way for the writer to understand how his/her writing may be made more clear.

W

6-15

Using the whole language approach to teach reading seems like a good method. The students will have familiarity with what they are reading since they read it, and if the right questions are asked by the tutor the subject matter will be interesting to the student.

I had the chance to look at the work book another tutor was using. It looked well organized and manageable for a beginning reader. ~~It~~ It also looked boring. The subject matter was the same throughout the book - a day in someones life. I don't know if I would use this book as a supplement.

6-16

Karen Smith, the teacher in the video, gave her students alot of flexibility. She also assumed that they were intelligent and responsible and could handle a group oriented discussion. I think many teachers would aim for comprehension as opposed to conversation. Karen did not think that she had the right answer. She just

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wanted her students to gather their own meaning out of the story depending on their own frame of reference. What struck me most was that she had no doubt that her students could handle this type of discussion. And they did handle it.

Hi -

If *you* think a book is boring, your student probably will also!

Our learners also can handle complicated discussions. They bring their life experience to the learning sessions and then discuss. Sometimes there are misconceptions. How would you handle an obviously incorrect "fact"? (just curious)

Ginny

I found the first workshop class
very informative. I learned
a lot from it. For example;
I learned that by making
a list of the things you
are going to write about
makes it easier for the
writer to express himself.
It's easier because the
writer has information he
can use to refer to while
he is writing.

I also found it enjoyable
to interact in the group.
It was enjoyable because
while reading my story to
someone, I had the opportunity
to see how the other person

reacted to it.

The second class was more interesting than the first class because the other person express what she thought about me writing. She picked out little phrases that needed revision. I thought that was a good Idea because I overlook things that I could add to the writing. I did not see these things myself.

6/16/93

On the fourth session of our workshop, we played student/teacher relationship. When I played the student I had little trouble thinking of something to say. The teacher asked me, "What happened to you today." I responded quickly because it was in my mind from early this morning that the trains caused me to be very late. I woke up feeling very happy. By the time I reached my job, I was depressed. I was depressed because I usually take the #4 train from Utica avenue to Fulton Street. There I changed and got the #A train to 59th Street. When I arrived in the Utica Avenue Station that morning the Announcement was, "The Number 4 train is out of service due to a sick passanger at Bowling Green. Please take the # 3 train and change at some point in the City." The platform was so Crowded that I had to wait for about 3 #3 trains to pass by. I finally got on the 3 train. When we reached Franklyn ave another announcement was made. "The Number 4 train is back in Service".

I was to tired to move.
I think it is easier to
write a good story when
you have some thing in
mind already that you
Con write about, because you
don't have to think on the
subject. My teacher was
a good listener, she point
out things she couldn't
remember to write down, and
I filled her in.

When we switched places
and she became the student
and I was the teacher,
It was harder for her
to talk about something
because she had to

think of something to say with my Couchengher.

The Class sessions that we sat in was interesting because I had a chang to see four different ways of teaching. The most effective one was the teacher that held the Class interest. The teacher have to be prepared with several leasons so that the students won't get bored. I found in one of the Classes that the Students ~~began~~ become very bored and frustrated because it seem to be little Communication; ~~why I~~ between the Students and the ~~[illegible]~~ tutor.

6/8

My first lesson at the tutor workshop was very informative. In preparation for this workshop we read Active Learning/Empowered. This article talks about the fundamentals of passive and active learning. It details encouraging passive readers and writers to become active learners. Motivation, interest, choosing, taking control, listening understanding are basic concepts to becoming active learners. We as training for tutors must have the same concepts and use them constructively in organizing lesson plans for our students. Listening, writing and communication are the three basic elements for literacy. We must learn "teaching strategies for reading and writing. By having the listener ask questions to the writer/reader, he/she will be able to reread, rethink, make changes and analyze his piece in general. Then the revising process begins; editing does not come into play during the revising stage.

These are steps in transformations that the student will need to become an active reader rather than a passive one. Allowing students to make their choices and correct their own work is encouraging them to become active learners. This also helps motivation, interest become focused on their work, builds encouragement, active participation. The complete process enables students to make active decisions regarding their lives and their education".

I feel I am learning to be more intuned with myself, my writing and reading skills and I as well as the student need to be active in order to prepare my student to be an active reader/writer. I have to sharpen my writing and reading skills so that I can use them in an effective and positive way to motivate and encourage active readers and writers.

(Ginny & Sarah one on one tutor)

I liked the fact that the topic wasn't pressured out of her. It was a natural conversation and out of it a topic came out naturally w/out making an issue out of it.

6/15/93

I liked the aticle called "Writing and Common Scents". I feel it is so appropiate. I used to do this with scents or listening to a song or being in a certain place. Past memories would surface into my thoughts as well as feelings on the specific emotion or event that had occurred. Evoking emotion is an effective way of stimulating students to write since the topic is "personal". I also agree with "reading aloud should be voluntary not mandatory".

The whole language experience was difficult for me to comprehend how to go about doing it. Although, I understood what I read and it makes sense ~~It~~ ~~is~~ I was not altogether sure of how to go about it. I understand the steps ① talk about subjects and open ended questions ② record write down what student is saying ③ read passage to student ④ discuss and explore subject further. ⑤ expand by rereading and asking questions ⑥ Plan - brainstorm for new ideas and ways to create language experience stories. I think I need to practice and redo for me to click and connect with it. Whole language has a diverse and wide components (listening, speaking, writing, thinking reading). It also has to be meaningful and respectful to language. It is very logical to start with the students experiences. It makes alot of sense to me. The whole language experience is guided and sets structure for students which in my opinion is needed for daily learning and life in general. I think it is also important to allow students to express their feelings ideas and experiences about their reading, the world because it shows confidence on their part. They also are able to help each other and ask to learn new things when they are motivated and confident. Their goals are realistic and achievable to the student when the whole language experience is put to use and the student partakes in it.

6/17/93

I think the exercise on using books for appropriate material for students was very effective. It is critical that we as facilitators assign appropriate reading material that is relevant and interesting to students the material also has to connect and mean something to the reader in order for them to write work that is interesting to them. The video tape taught us interpersonal and communicative exercises with activating readers and writers. It was a great sample of the whole language experience. Yes, students need to choose and have freedom to express themselves verbally.

We also learn that each one of us learns in different ways, therefore we need to communicate and facilitate differently to our students because their form of learning is different and also their background is different since their upbringing, ethnicities, experiences etc are diverse. We as facilitators need to Keep Conscious and aware of our goals and ways of teaching to students so that we can respect and accept each students individuality. I really enjoyed this session!

Hi -

Yes - language experience takes some practice.

You need both direct experience (personal) and indirect (books) to be literate. I like your comments about the need to have appropriate material - would you "assign" it?

As each of us is different, so is each "learner". After all, should we not all be learners all our lives?!

001-6/93

1. AGENCY * ☐☐☐

2. STUDENT'S ID CODE * ☐☐☐☐ - ☐☐☐☐☐☐

* Items are required.

INDIVIDUAL STUDENT RECORD FORM

IS THIS STUDENT CONTINUING FROM LAST PROGRAM YEAR? * * ☐ Yes ☐ No

3. NAME:
Last (Family Name)
First
M.I.

4. DATE OF BIRTH *
Month / Day / Year

5. STUDENT'S HOME ADDRESS:
Number and Street
Apartment
City
State

6. ZIP CODE *

7. STUDENT'S PHONE:
( ) -
(Area Code) Number

8. SEX *
M ☐
F ☐

9. RACE/ETHNIC IDENTITY *
A1 ☐ Native American
A2 ☐ Alaskan Native
B1 ☐ Asian
B2 ☐ Pacific Islander
C1 ☐ African American
C2 ☐ Afro-Caribbean
C3 ☐ African
D ☐ Latino/a
E1 ☐ White (not Latino/a)
E2 ☐ Other

10. EMPLOYMENT STATUS *
A ☐ Employed Full-time
B ☐ Employed Part-time
C ☐ Unemployed 1 year or more and available to work
D ☐ Unemployed less than 1 year and available to work
E ☐ Not available for employment

11. RECEIVING PUBLIC ASSISTANCE *
☐ Yes ☐ No If yes, enter Category ☐
A = ADC
H = HR
O = Other

Case Number ☐☐☐☐☐☐☐ - ☐
Required for EDGE/JOBS participants or TRE recipients. Optional for all others

12. COUNTRY OF BIRTH *

13. INITIAL SETTLEMENT IN U.S.
STATE ☐☐ YEAR ☐☐

14. DATE STUDENT FIRST BEGAN IN AGENCY *
Month / Day / Year

15. IMMIGRANT *
☐ Yes ☐ No

Optional: Refugee? ☐ Yes ☐ No

16. REFERRAL SOURCE
A ☐ Another Student
B ☐ TV / Radio
C ☐ Newspaper
D ☐ Friend or Relative
E ☐ Social Service Agency
F ☐ Education Program
G ☐ Training Program
H ☐ Recruitment Poster / Flyer
X ☐ Other, specify

17. SCHOOL-AGED CHILDREN *
Is the student the parent or guardian of children under the age of 21?
Parent/Guardian ☐ Yes ☐ No
Single Parent ☐ Yes ☐ No
If either above answer is 'Yes', enter the number of children in each level.
☐ Pre ☐ Elem ☐ JHS ☐ HS

18. INITIAL CLASS(ES) *

☐ C, L or S	☐☐☐☐ C, L or S Code	☐ FS
☐ C, L or S	☐☐☐☐ C, L or S Code	☐ FS
☐ C, L or S	☐☐☐☐ C, L or S Code	☐ FS

19. POPULATION CATEGORIES *
A ☐ Homeless *
B ☐ Adults in Correctional Facilities *
C ☐ Other Institutionalized Adults *
D ☐ High School Graduates or Equivalent
E ☐ Displaced Homemakers
F ☐ Heads of Household
G ☐ Adults with Disabilities *
H ☐ Adults Enrolled in Other Education or Training Programs
I ☐ Veterans *
J ☐ Other
N ☐ Not Applicable

20. OTHER CODES

21. HIGHEST GRADE COMPLETED * ☐☐

22. YEARS IN U.S. SCHOOLS ☐☐

23. PRIOR SCHOOLING IN NYC
☐ NONE ☐ ELEM ☐ JHS ☐ HS
Check the appropriate level or levels of school attended in New York City

24. PRETEST INFORMATION *

	TEST CODE Name	Level	Form	DATE (MM/DD/YY)	SUBSCORES #1	SUBSCORES #2	TOTAL RAW SCORE	TOTAL GD EQ (Optional)
NYS Place (NY) Test	N Y	O	O	/ /	☒☒	☒☒		☒☒☒
TABE Reading Test	T R			/ /	vocabulary	comprehension	☒☒☒	.
TABE Math Test	T M			/ /	computation	concepts & apps	☒☒☒	.
Other Test				/ /				.

☐ Not Testable (BE, BENL, MATH below 3.0 only)

☐ Authentic Assessment Methods Used

ESOL-B SCREENING TEST ☐ Pass ☐ Fail

Form Completed by

Date Completed

0016/93/

*** Items are required.**

INDIVIDUAL STUDENT RECORD FORM

1. **AGENCY *** ☐☐☐

2. **STUDENT'S ID CODE *** ☐☐☐☐ - ☐☐☐☐☐☐

IS THIS STUDENT CONTINUING FROM LAST PROGRAM YEAR? * * ☐ [illegible] ☐ No

3. **NAME** ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Last (Family Name) ☐☐☐☐☐☐☐☐☐☐☐☐ First ☐ M.I.

4. **DATE OF BIRTH** ☐☐ / ☐☐ / ☐☐ Month Day Year

5. **STUDENT'S HOME ADDRESS** ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Number and Street ☐☐☐☐ Apartment

☐☐☐☐☐☐☐☐☐ City ☐☐ State

6. **ZIP CODE *** ☐☐☐☐☐

7. **STUDENT'S PHONE:** (☐☐☐) ☐☐☐ - ☐☐☐☐ (Area Code) Number

8. **SEX ***
M ☐
F ☐

9. **RACE/ETHNIC IDENTITY ***
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☐ Yes ☐ No If yes, enter Category ☐
A = ADC
H = HR
O = Other

Case Number ☐☐☐☐☐☐☐ - ☐
Required for EDGE/JOBS participants or TRE recipients. Optional for all others

12. **COUNTRY OF BIRTH *** ☐☐☐☐☐☐☐☐☐☐☐☐

13. **INITIAL SETTLEMENT IN U.S.**
STATE ☐☐ YEAR ☐☐

14. **DATE STUDENT FIRST BEGAN IN AGENCY *** ☐☐ / ☐☐ / ☐☐ Month Day Year

15. **IMMIGRANT *** ☐ Yes ☐ No

Optional: Refugee? ☐ Yes ☐ No

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If either above answer is 'Yes', enter the number of children in each level
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18. **INITIAL CLASS(ES) ***
☐ C, L or S ☐☐☐☐ C, L or S Code ☐ FS
☐ C, L or S ☐☐☐☐ C, L or S Code ☐ FS
☐ C, L or S ☐☐☐☐ C, L or S Code ☐ FS

19. **POPULATION CATEGORIES ***
A ☐ Homeless *
B ☐ Adults in Correctional Facilities *
C ☐ Other Institutionalized Adults *
D ☐ High School Graduates or Equivalent
E ☐ Displaced Homemakers
F ☐ Heads of Household
G ☐ Adults with Disabilities *
H ☐ Adults Enrolled in Other Education or Training Programs
I ☐ Veterans *
J ☐ Other
N ☐ Not Applicable

20. **OTHER CODES** ☐☐☐☐☐☐☐☐

21. **HIGHEST GRADE COMPLETED *** ☐☐

22. **YEARS IN U.S. SCHOOLS** ☐☐

23. **PRIOR SCHOOLING IN NYC**
☐ NONE ☐ ELEM ☐ JHS ☐ HS
Check the appropriate level or levels of school attended in New York City

24. **PRETEST INFORMATION ***

	TEST CODE Name	Level	Form	DATE (MM/DD/YY)	SUBSCORES #1	SUBSCORES #2	TOTAL RAW SCORE	TOTAL GD EQ (Optional)
NYS Place (NY)Test	N Y	O	O	☐☐ / ☐☐ / ☐☐	☒☒	☒☒	☐☐☐	☒☒☒
TABE Reading Test	T R	☐	☐	☐☐ / ☐☐ / ☐☐	☐☐ vocabulary	☐☐ comprehension	☒☒☒	☐ ☐.☐
TABE Math Test	T M	☐	☐	☐☐ / ☐☐ / ☐☐	☐☐ computation	☐☐ concepts & apps	☒☒☒	☐ ☐.☐
Other Test	☐☐	☐	☐	☐☐ / ☐☐ / ☐☐	☐☐	☐☐	☐☐☐	☐ ☐.☐

☐ Not Testable (BE, BENL, MATH below 3.0 only)

☐ Authentic Assessment Methods Used

ESOL-B SCREENING TEST ☐ Pass ☐ Fail

Form Completed by ____________________

Date Completed ____________________

001-6/93

1 AGENCY * ☐☐☐

2 STUDENT'S ID CODE * ☐☐☐☐-☐☐☐☐☐

* Items are required.

INDIVIDUAL STUDENT RECORD FORM

IS THIS STUDENT CONTINUING FROM LAST PROGRAM YEAR? * * ☐ Yes ☐ No

3 NAME
Last (Family Name) First M.I.

4 DATE OF BIRTH *
Month / Day / Year

5 STUDENT'S HOME ADDRESS
Number and Street Apartment

6 ZIP CODE *

City State

7 STUDENT'S PHONE
( ) -
(Area Code) Number

8 SEX *
M ☐
F ☐

9 RACE/ETHNIC IDENTITY *
A1 ☐ Native American
A2 ☐ Alaskan Native
B1 ☐ Asian
B2 ☐ Pacific Islander
C1 ☐ African American
C2 ☐ Afro Caribbean
C3 ☐ African
D ☐ Latino/a
E1 ☐ White (not Latino/a)
E2 ☐ Other

10 EMPLOYMENT STATUS *
A ☐ Employed Full-time
B ☐ Employed Part-time
C ☐ Unemployed 1 year or more and available to work
D ☐ Unemployed less than 1 year and available to work
E ☐ Not available for employment

11 RECEIVING PUBLIC ASSISTANCE *
☐ Yes ☐ No If yes, enter Category ☐
A = ADC
H = HR
O = Other

Case Number
Required for EDGE/JOBS participants or TRE recipients. Optional for all others.
☐☐☐☐☐☐☐-☐

12 COUNTRY OF BIRTH *

13 INITIAL SETTLEMENT IN U.S.
STATE ☐☐ YEAR ☐☐

14 DATE STUDENT FIRST BEGAN IN AGENCY *
Month / Day / Year

15 IMMIGRANT *
☐ Yes ☐ No
Optional: Refugee? ☐ Yes ☐ No

16 REFERRAL SOURCE
A ☐ Another Student
B ☐ TV - Radio
C ☐ Newspaper
D ☐ Friend or Relative
E ☐ Social Service Agency
F ☐ Education Program
G ☐ Training Program
H ☐ Recruitment Poster / Flyer
X ☐ Other, specify

17 SCHOOL-AGED CHILDREN *
Is the student the parent or guardian of children under the age of 21?
Parent/Guardian ☐ Yes ☐ No
Single Parent ☐ Yes ☐ No
If either above answer is "Yes", enter the number of children in each level
☐ Pre ☐ Elem ☐ JHS ☐ HS

18 INITIAL CLASS(ES) *
C, L or S | C, L or S Code | FS
C, L or S | C, L or S Code | FS
C, L or S | C, L or S Code | FS

19 POPULATION CATEGORIES *
A ☐ Homeless *
B ☐ Adults in Correctional Facilities *
C ☐ Other Institutionalized Adults *
D ☐ High School Graduates or Equivalent
E ☐ Displaced Homemakers
F ☐ Heads of Household
G ☐ Adults with Disabilities *
H ☐ Adults Enrolled in Other Education or Training Programs
I ☐ Veterans *
J ☐ Other
N ☐ Not Applicable

20 OTHER CODES

21 HIGHEST GRADE COMPLETED *

22 YEARS IN U.S. SCHOOLS

23 PRIOR SCHOOLING IN NYC
☐ NONE ☐ ELEM ☐ JHS ☐ HS
Check the appropriate level or levels of school attended in New York City

24 PRETEST INFORMATION *

	TEST CODE Name	Level	Form	DATE (MM DD YY)	SUBSCORES #1	SUBSCORES #2	TOTAL RAW SCORE	TOTAL GD EQ (Optional)
NYS Place (NY) Test	N Y	O	O	/ /	☒☒	☒☒		☒☒☒
TABE Reading Test	T R			/ /	vocabulary	comprehension	☒☒☒	.
TABE Math Test	T M			/ /	computation	concepts & apps	☒☒☒	.
Other Test				/ /				.

☐ Not Testable (BE, BENL, MATH below 3.0 only)

☐ Authentic Assessment Methods Used

ESOL-B SCREENING TEST ☐ Pass ☐ Fail

Form Completed by

Date Completed

001-6/89/F

Name______________________________ Interviewer______________________________

Marital status______ Name of spouse____________________

In case of emergency contact:

Name______________________________

Phone______________ Relation________________

Children's names	Ages	Public School?
____________	___	yes___ no___
____________	___	yes___ no___
____________	___	yes___ no___
____________	___	yes___ no___

If handicap/disability/health problem:

Describe problem____

Taking medication? yes___ no___ What kind?________________ Doctor________________

S.S.#______________ If public assistance, receipt IMC#______________ ID#____________

Registered Voter? yes___ no___ Veteran? yes___ no___ Additional veteran info.________________

Language

Language spoken____________________

Family language spoken____________________

Can read own language? yes____ no____

Can write own language? yes____ no____

English:

Can read/write English yes____ no____

Speaking ability none___ little___ good___

Yrs previous instruction in U.S.____________

Immigration

Date of U.S. entry____________________

Secondary migration date____________________

Alien registration #____________________

Refugee #____________________

Resettlement agency____________________

Address____________________

Phone______________

Contact info____________________

Caseworker's name____________________

Phone______________

Employment

Profession____________________

If employed:

Employer____________________

Address____________________

Phone____________ Hours____________

Education

Has registrant previously attended another literacy program? yes___ no___

If yes, name of program________________

Taken GED? yes___ no___ Date______ Score______

Student History

Class:	Teacher:	Dates:	Hrs:	Impacts:	Test:	Date:	Score:

Goals and other student info:______________________________

BROOKLYN PUBLIC LIBRARY LITERACY PROGRAM
VOLUNTEER INFORMATION RECORD

DATE: ___/___/___

CENTER CODE : ☐☐☐

Volunteer ID Code ☐☐☐☐

Date of Birth ☐☐☐☐☐☐

Male ☐ Female ☐

Name: ______________________________

ETHNIC GROUP: ☐

- A) Native American or Alaskan Native
- B) Asian or Pacific Islander
- C) African American African Caribbean African
- D) Latino
- E) White & Other

Address: ______________________________

City/State/Zip ______________________________

Phone: Home: ______________ Work: ______________

OTHER LANGUAGE: 1) Speak 2) Read 3) Write
☐ ☐ ☐ ______________________

EDUCATION: 1) 12th Grade 2) H.S. Diploma 3) Some College 4) Undergraduate Degree 5) Graduate Degree 6) Not Available
☐

EMPLOYMENT STATUS: 1) Full time 2) Part time 3) Unemployed
☐

OCCUPATION: ______________________________
Does employer have a matching gift program? YES ☐ NO ☐

SOURCE OF REFERRAL: A) Another Tutor B) TV/Radio C) Newspaper D) Family/Friend E) Social Service Agency F) Education Program G) Training Program H) Poster/Flyer I) Other
☐

AVAILABLE TO MEET:

Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Morning	Morning	Morning	Morning		Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Evening	Evening	Evening	Evening		

SKILLS: A) Writing B) Research C) Art D) Computer E) Grant Writing
F) Desktop Pub. G) Outreach H) Fund Raising I) Public Speaking J) Other

Would you like to join **FRIENDS OF LITERACY**? YES ☐ NO ☐

OFFICE USE ONLY.

SEPARATION: 1) Satisfied with experience 2) Dissatisfied with experience 3) Job/school conflicts 4) Moved 5) Health/pregnancy 6) Family problems 7) Transportation problems 8) Not available Date: ______________
9) Other ______________________
☐

HOURS SERVED: A) 0-25 B) 26-50 C) 51-100 D) 101-200 E) 201-300 F) 301-500 D) Other ________
☐

WORKSHOP DATE: ___/___/___

STARTING DATE: ___/___/___